



TARBIYAH ACADEMY

AN AMERICAN MUSLIM LEADERSHIP SCHOOL

Middle School

Grade 8



Break

Inquiry Activities

Ms. Abbasi, Ms. Fleming, Ms. Ibrahim, Ms. Ilyas & Ms. Khan

Grade 8 Science

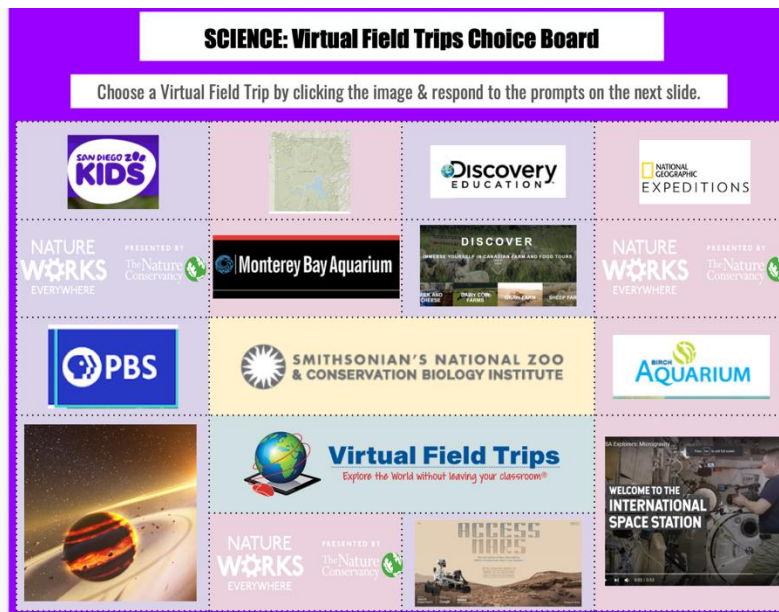
You have two tasks to choose from. As Inquirers, you can choose as many of the tasks as you like.

Option 1: Virtual Field Trip

Access a Google Slide document using the following link:

<https://bit.ly/2JIT65b>

Choose a virtual field trip to explore. To access the field trip, just click on the picture in the document and it will open up the hyperlink to take you to the site.



After experiencing a Virtual Field Trip, respond to the following prompts. You can also find this chart on the Google Sheet.

<u>Question</u>	<u>Answer</u>
<p>Which Virtual Field Trip did you choose? What was it like? Describe what you saw and learned.</p>	
<p>Write about what you used to think before this field trip. Then write about what you think now.</p>	<p>I used to think...,now I think...</p>
<p>Connect: How are the ideas, information, or the things you saw CONNECTED to what you already knew?</p> <p>Extend: What new ideas did you get that EXTENDED or pushed your thinking in new directions?</p> <p>Challenge: What is still CHALLENGING or confusing about what you saw or experienced? What questions, wonderings or puzzles do you now have?</p>	

Make an analogy about what a scientific concept or idea after visiting the field trip.

For example: The planet Jupiter is a like a giant marble with swirling colors within.

Would this Field Trip be a good fit for you to experience in real life? Can you picture yourself there? When you think about the location, what can you imagine about your potential experience?

Write about your overall experience and review of your virtual field trip. What did you like/dislike? Would you recommend it to a friend? Was the field trip eye-opening? Did you learn anything new?

Define 3 words you heard or learned today.
[Use this website to help construct a definition of the word](#)

Option 2: Electric/Magnetic Forces Choice Project

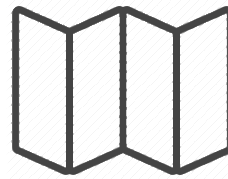
Choose a presentation style below to communicate your understanding of the connections between electricity and magnetism. Be sure to include the factors that influence the strengths of electric fields, magnetic fields, and electromagnets. How can you measure those factors?



Measure Circuit Strength



Be the Teacher



Foldable



Build an Electromagnet



Tech Project



Student Choice

Choose a presentation style below to communicate your understanding of the connections between electricity and magnetism. Be sure to include the factors that influence the strengths of electric fields, magnetic fields, and electromagnets. How can you measure those factors?



Uses of Electromagnets– Use the Internet to find at least five common products in the world around us that use electromagnets. Then research how each of them works. Select one of the products you listed. Explain how the electromagnet works in the product.



Teach a Lesson – Design a lesson on magnetism and electricity. Be sure to include the factors that make electric fields, magnetic fields, and electromagnets stronger and weaker. You can choose the level of students you think appropriate. Keep them engaged.



Foldable - Create foldable that explains information on magnetism and electricity. How are electric and magnetic fields made stronger and weaker? Be sure to include information on electromagnets, too. Illustrations will help make your foldable engaging.



Build an Electromagnet – Design an electromagnet. Like any good experiment, keep data on how you increase the strength of the electromagnet. Use the scientific method when writing up your experiment. Research insulators and conductors. Do your experiment in the present of an adult.



Tech Project– Create a presentation using a tech tool, other than Power Point. Communicate your understanding of the connections between electricity and magnetism. Be sure to include the factors that make electric fields, magnetic fields, and electromagnets stronger and weaker. How can you measure those factors?



Student Choice – Design your own project using the criteria provided above.

Grade 8 ELA

English Language Arts: Tic Tac Toe

Choose a book that you are currently reading in ELA, or a book of your choice that you have recently finished. Pick three questions to respond to either horizontally, diagonally or vertically. They must make a straight line.

Character Study	Plot Study	Stylistic Analysis
Identify an important decision made by the protagonist in this chapter. Would you have decided the same thing? Why or why not?	Explain why the setting of this novel is so important to the plot. Give examples from the text.	Would you read another book by this author? Why? What did you like/dislike about the author's writing style?
Would you like to have one of the protagonists as a friend? Why or why not?	Select a quote from the book and explain its significance to the character or plot. Why does this quote need to be included in the chapter?	How does the author make you feel that you are really a part of the story?
Pick three adjectives to describe one of the characters. Use examples from the text to support your choices.	Were you able to predict the ending? If so, what clues did the author provide?	How well did the author develop the characters? What did you like about them? What did you dislike?

Grade 8 Math

*This Spring Student Math-Packet has been compiled to complement middle school mathematics classroom instruction. The packet is intended to be used for **review and practice** of previously taught and new concepts. I encourage students to work diligently to complete the activities. Think critically and creatively above all HAVE FUN!*

Inquiry Tasks

[Youcubed](#)

Math Games at Home (Low Tech)

[Dice Games](#)

[Paper Folding Activity](#)

[Fewest Squares Drawing Activity](#)

7th – Grade Continuous Skill Review worksheets and Online Resources

- [Minute Math](#) worksheets (How many problems can you complete in 1 minute?)
- Khan Academy
- Prodigy

Grade 8 AQI

Students received an individual email form the AQI teacher last week with all the Qur'an work they should do during the spring break. They have to sign in this sheet daily to confirm the compilation.

Date	Memorization	Review
3/28		
3/29		
3/30		
3/31		
4/1		
4/2		
4/3		
4/4		
4/5		
4/6		
4/7		
4/8		
4/9		
4/10		
4/11		
4/12		

Grade 8 Art

Spring Break Art Bingo

Get creative this break and try to complete as many prompts as you can!

Practice your drawing skills and create a New York line drawing Use the following Video	Find a cultural object in your house and draw it	Make an abstract artwork using basic shapes	Draw a picture of your favorite part of your bedroom. Add as much detail as possible.	Draw the view from your bedroom window
Make a drawing completely out of dots	Draw your favorite food	Draw your favorite book/movie character	Use this tutorial to sketch your own Baby Yoda	Find your favorite shoes and draw them in your sketchbook
Use these printouts to help you create your own Mixed Up Animal	Paint/draw a picture of earth in outer space. Use lots of colors	Free Space	Draw/paint a picture of what your house would look like if you were floating above it	Use overlapping lines to create abstract artwork. Use this
Use playdough/clay to create an alien	Create a comic strip of how virtual learning is going	Use watercolors to create an abstract background	Challenge yourself to draw a Viking Longship. Follow this video	Draw yourself as your favorite animal
Make a fire breathing dragon. Use this for help	Look for patterns around your house. Sketch your favorite pattern in your sketchbook	Create a flower Bouquet using this tutorial	Draw lots of fruit and color them using the wrong colors (orange grapes, purple apples, etc.)	Draw/paint your current or dream pet